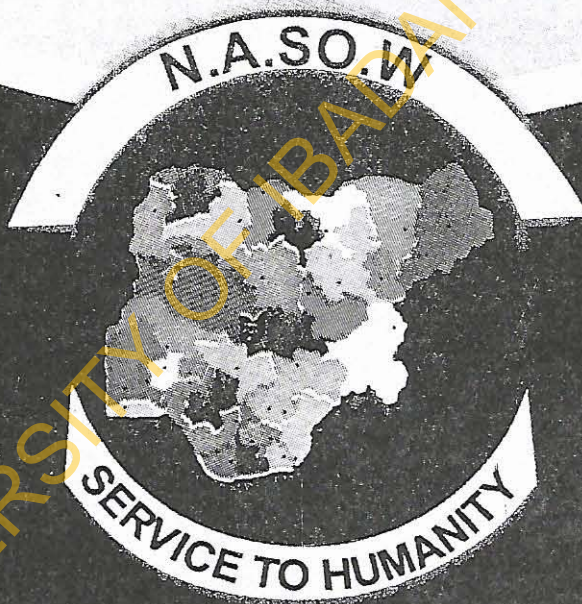


NIGERIAN JOURNAL OF SOCIAL WORK

13

Volume 12, 2010



PUBLISHED BY
NIGERIAN ASSOCIATION OF SOCIAL WORKERS

NIGERIAN JOURNAL OF SOCIAL WORK

VOLUME 12, 2010

ISSN 1595 3068

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Mode of Schooling and Academic Performance among Students in Selected Secondary Schools in Ibadan North Local Government Area of Oyo State

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Abstract

The study examined the relationship between modes of schooling (day or boarding) on the academic performance of students from selected schools in Ibadan. Survey research design was adopted for the study. Purposive sampling technique was used to select 300 respondents from two boarding schools in Ibadan. The main instrument used for this study was a structured questionnaire. Data collected was analyzed using ANOVA to test the three hypotheses at 0.05 level of significance. The findings revealed that there is no significant difference in the performance of students in mathematics among boarding and day students. Findings also revealed that there is no significant difference among boarding and day students in their performance in English Language.

INTRODUCTION

In Nigeria today, many parents choose the two most readily available schooling systems of secondary school education namely day schooling or boarding schooling. Parents give a lot of thought to determining which type of schooling is best for their children based on a lot of factors

including family structure and their predominant belief system regarding the advantages and disadvantages of either type of schooling.

The academic performance of secondary school students has been on the decline in recent times and it is important to determine the extent to which or if at all boarding or day schooling affects their academic performance. This study seeks to find out whether attending a boarding school or a day school has any effect on academic performance or not, whether being enrolled in a boarding school away from home term after term, or living at home on a daily basis with family has any significant impact on a secondary school student's academic performance especially in the subject areas of Mathematics and English Language.

Many families choose boarding schools for their children because of the university preparation they believe the system provides. Families that believe in the boarding style say that boarding school with the small size classes, diverse curriculum, and individual attention from teachers and other school authorities provides students with many distinct advantages (Barney 2009).

In day school setting, it is also believed that since the student is physically present with parents, the student is better able to be academically stable and emotionally independent which in turn translates to good academic performance. Likewise some people believe that students who go to school from home also have a good chance at high achievement because of their constant contact with their

family members. It is believed that these students perform better academically because their lives are not necessarily regimented like boarding day life. It is said that there are some boarding students who will not study because there is no control over them. However, some day students who will have no choice but to sit behind their books and study because their parents say so. The role of parents on day students is a factor for the insignificant difference in their performance otherwise boarding students should have done better (Adetunde, 2009).

In Nigeria today, there is a decline of the educational system and the downward spiral of a reading culture in secondary school students. Adesina (1984) says that stake holders in education are complaining of fallen standard of education at all levels in Nigeria. This decline in academic performance is particularly evident in Nigeria as various studies and statistics show that there is indeed a decline in the performance of students in the secondary school certificate examination organized yearly by the West African Examination Council.

This fact has also been affirmed by the Nigeria Tribune on 27th April, 2009 that out of 1,369,142 candidates who sat for the WASSC examination, 188,442 candidates representing 13.76 percent obtained credits and above in English LANGUAGE, Mathematics and three other subjects among them 100,338 (7.32 percent) were male and 88,104 (6.43 percent) were female.

In addition, the Nigeria Tribune also reports that the result in 2008 was not significantly different from what it was like in the

preceding years. Over the last two decades, the rate of failure in major public examinations has been alarmingly on the rise. According to the WAEC, only 48,996 candidates representing 11.6 percent of the 423,518 candidates who sat for the examinations obtained 5 credits including English Language and Mathematics. As a matter of fact, the result of 2006 November examination was worse than the 2008 result (WAEC, 2009).

The implication of this is that on an annual basis, less than fourteen percent of secondary school graduates in the country are fit for university admission; as over 56 percent fail to satisfy the mandatory requirement for admission by any university in the country. The import of this on the candidates and the nation's manpower development should be a cause for concern for the country's leaders and stakeholders in the education industry.

It is obvious that the rate of poor academic performance of secondary schools students has increased in recent times as a result of the high rate of failure of especially in mathematics and English Language; it has become imperative to conduct research on all the probable causes of these declines in academic performance. This has led to specially conduct this study on how the mode of schooling whether boarding and day schooling has any significant effect on the academic performance of secondary school students.

The main objective of this study is to examine the effect of mode of schooling (either boarding or day schooling) on academic

performance of secondary school students in Ibadan North Local Government area of Oyo State. The specific objectives are:

- Find the characteristics of the respondents for the study;
- Examine the effect of mode of schooling on students' academic performance in Mathematics;
- Examine the effect of mode schooling on students' academic performance in English Language
- Make appropriate social work recommendations based on the findings on how to improve the academic performance of secondary school students.

RESEARCH METHODOLOGY

This study was carried out in Ibadan North Local Government Area of Oyo State. Ibadan North LGA has an area of 27 km squared with headquarters in Agodi Gate. The 2006 National Census put the population of Ibadan North at 306,795 people and the area is predominantly urban. The postal code of the area is 200. It is also the largest local council area within the Ibadan metropolis. Ibadan North was purposively selected for this study because of the urban lifestyle which as the features of a metropolitan city where all the modes of schooling, formal and non-formal for both children and adults are present.

300 respondents were randomly selected from four schools consisting of two boarding and two day schools. Virtually all the

government schools in Ibadan North do not operate boarding schools anymore, hence the two boarding schools selected are private secondary schools, while the other two are one private day school and one government day school. The main instrument used for the collection of data was structured questionnaire. Frequency counts, percentages and tables were used to analyse the demographic data while the hypotheses were tested and analysed with analysis of variance (ANOVA).

FINDINGS AND DISCUSSION

The personal characteristics of the respondents such as age, sex, religion, parent's educational background, parent's level of income, type of school and class of the students are presented in table 1.

Table 1 shows that majority of the respondents fall between the ages of 13 - 15 with a total number of 198 representing about 66.09%. Other respondents are between 16 -18 years constitute 26.7% followed by 18 years and above which is 4.3% and 10 -12 years with 3.0%. The total number of males was 175 which is 58.3% while 125 females constituted 41.7%.

Majority of the respondents were Christians 188 at 62.7%, Islam 97 at 32.3% while others constituted 5.0% which was 15 in number. On the educational background of the respondents' parents, the following are the breakdown. Total number of parents with tertiary education was 224 which is 74.7% followed by secondary education of 30 and 10%, primary education no formal education and others are 16 or 5.3%. On

the level of income of the parents of respondents, 231 of them which is 77.0% earn between 301,000 400,000 naira as monthly income. 8 of them which 2.7% earn above 500,000 while 18 which 5.8% earn below 100,000. 43 of them which 14.3% earn between 200,000 and 300,000 naira per month. On the class of the respondents the number of SSS 1 3 was 183 is 61.0% while the number of JSS 1 3 was 117 constituted 39.0%. Majority of the students sampled for the study were in senior secondary schools. On the mode of schooling, the total number of respondents that attended boarding school was 151 representing 50.3% of the total while 149 attended day school representing 49.7%.

Table 1: Personal characteristics of the respondents

Personal characteristics

Gender: male 175/58.3% female 125/41.7% - total 300/100

Age: 10 -12 9/3%, 13 -15 198/66%, 16 -17 90/30% 18 above 13/3.3
total 300

Religion: Christianity 188/62.7% Islam 97/32.3% Others 15/5.0%
total 300

Parent's education

No formal education	10	3.3%
Primary education	3	1.0%
Secondary education	30	10.0%
Tertiary education	224	74.7
Others	3	1.0%

Parent's level of income

Below 100,000 naira	7	2.3%
101,000 200,000	11	3.7%
201,000 300,000	43	14.3%
301,000 - 400,000	231	77.0%

Class of respondents JSS 1-3 117/39.0% SSS 1-3 183/61.0%

Mode of schooling boarding 149/49.7% day 151/50.3%

Effect of mode of Schooling on Performance in Mathematics

H01: There will be no significant difference between the performance in Mathematics between day and boarding school students.

Variable	N	Mean	Std Deviation	Crit-t	Calc-t
Day	150	60.8600	23.4572	1.96	.013
Boarding	150	60.8267	19.5753		
	598				.989

The above table showed that there was no significant difference between the performance in Mathematics between the students in day and boarding schools . $P > .05$ level of significance.

The term academic performance has been described as the scholastic standing of a student at a giving moment. It refers to how an individual is able to demonstrate his or her intellectual abilities. this scholastic standing could be explained as the grades obtained in a course or groups of courses taken (Adepoju 2008). Furthermore, in predicting academic performance, he emphasized the use of grades in examinations and reported that grades could serve as prediction measures and as criterion measures. He explained that a prediction of culture of examination result could be made with reasonable success on the basis of the results of a previous examination.

Different kinds of studies have been carried out to explain the various factors affecting academic performance.

H02: There will be no significant difference between the performance in English Language among students in day and boarding secondary schools in Ibadan North.

Table 3:

Variable	N	Mean	Std. Deviation	Crit-t	Cal-t	DF
Day	150	60.8267	23.5280	1.96	.069	598
Boarding	150	16.000	19.6609			

The above table showed that there was no significant difference between the performance in English Language among the students in day and boarding schools. $P > .05$ level of significance. The null hypothesis is therefore accepted.

Several studies have found that a significant difference existed in the academic performance of students in urban and rural secondary schools. This was particularly evident in English Language and Mathematics. School facilities are also potent determinants of academic achievement in examinations. School factors are stronger determinants of school academic performance; they are only offshoots of the socio-economic factors as the findings indicated in this study. Children from more privileged homes usually attend private primary schools where all round educational foundation is ensured. They thus end up in secondary schools with adequate educational resources and a record of good academic performance.

COMPARISON OF BOARDING AND DAY SCHOOLING:

According to the boarding school review the following traits differentiate a boarding school from day school.

The boarding school student is physically separated from parents and siblings all term long. These students must adjust to new set of circumstances and surroundings. The community atmosphere can foster relationships between students and faculty/staff and among students themselves that are closer than at a day school. Boarding school students in a boarding school have less time for television. They are more involved in after school activities and sports while educational and social continuity is provided for the student whose family anticipates a change in assignment and location. Day schools on the other hand go to school from home. They are expected in most cases to do the household chores. Day school students have access to constant parental/adult supervision at home. In a lot of cases, day students can have extra lessons done at home after school. Also day students don't have as much a regimented life as do boarding school students. Day students also have more opportunities for part time after school employment that is paying job opportunities which take their attention away from their studies.

CONCLUSIONS AND RECOMMENDATIONS

The study was carried out to examine the effect of boarding and day schooling on the academic performance of secondary school students in

Ibadan. Findings from this study indicate that there is no significant difference between the performance of students in mathematics and English language among students in boarding and day schools. The two null hypotheses were therefore accepted at 0.05 level of significance. Based on the findings, the following recommendations are made:

- That parents should pay careful attention before enrolling their ward in schools as learning environment affect academic performance;
 - Educational service providers are to ensure a conducive learning environment that stimulates learning and encourages excellence;
 - Students are advised to make the best use of the opportunity to go to secondary school as it is obvious from this study that they have no excuse not to do well in their studies;
 - Both day and boarding schooling have their advantages as well as disadvantages, students must discard the disadvantages and exploit the advantages for maximum benefit;
 - School social workers are urgently needed in the schools to contribute their own quota to the challenges confronting the education system in the country. School social work intervention will go a long way at reducing the problems in the schools which result in mass failure of students.

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